

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the researcher describes the findings and discussion that are used in this research. It contains of the description of data, hypothesis testing, and discussion. The finding is from the data score of student grammar mastery and writing descriptive text.

#### **A. The Description of Data**

The usage of numbers and tables is used in the description of data. The researcher researched at Vocational High School One Bandung, Tulungagung. The sample of this study was from the mechanical engineering student (TKRO 4) which consisted of thirty-five students. Two tests were given to the participants of this study. The test was grammar and writing descriptive text. The grammar test was conducted in multiple-choice and the writing test was conducted in writing an essay. It was needed to get data associated with these two variables. After it was done from two tests then the researcher presented the data. The following was the result of data that was gotten:

##### **1. The Data of Student's Grammar Mastery**

The score was obtained from 35 Students who were chosen to participate as a sample and to reflect the general population. There are 20

questions on the grammar test. The below table that showed the score of grammar test (table 4.1)

**Table 4.1 The score of grammar**

No	Students	Score
1	AB	65
2	JS	75
3	JT	35
4	LFA	70
5	MAM	55
6	MNA	30
7	MTN	40
8	MDH	65
9	MAS	30
10	MFLF	100
11	MFA	100
12	MKN	50
13	MNS	45
14	MK	35
15	NPA	75
16	NBF	100
17	NAW	75
18	PAP	60
19	PPS	55
20	RP	65
21	RAS	95
22	RR	55
23	RD	100
24	RYP	40

25	SR	45
26	SAS	65
27	SRB	40
28	SA	60
29	TF	70
30	TVAI	40
31	VYH	40
32	VA	55
33	VYF	60
34	WBA	55
35	WWA	35

The data were calculated using SPSS 24,0 and the result was presented in the table of frequency student's grammar mastery test below:

**Table 4.2 Percentage Frequency Student's Grammar Mastery Test**

### Statistics

Student's Grammar Mastery

N	Valid	35
	Missing	0

### Student's Grammar Mastery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	5.7	5.7	5.7
	35	3	8.6	8.6	14.3
	40	5	14.3	14.3	28.6
	45	2	5.7	5.7	34.3
	50	1	2.9	2.9	37.1
	55	5	14.3	14.3	51.4
	60	3	8.6	8.6	60.0
	65	4	11.4	11.4	71.4
	70	2	5.7	5.7	77.1

75	3	8.6	8.6	85.7
95	1	2.9	2.9	88.6
100	4	11.4	11.4	100.0
Total	35	100.0	100.0	

Table 4.2 showed that 2 students got to score 30 with percent (5,7), 3 students got to score 35 with percent (8,6), 5 students got to score 40 with percent (14,3), 2 students got to score 45 with percent (5,7), 1 student got to score 50 with percent (2,9), 5 students got to score 55 with percent (14,3), 3 students got to score 60 with percent (8,6), 4 students got to score 65 with percent (11,4), 2 students got to score 70 with percent (5,7), 3 students got to score 75 with percent (8,6), 1 student got to score 95 with percent (2,9), 4 students got score 100 with percent (11,4).

To determine the mean score of the data students' mastery of grammar. The results were shown in the description of administering test below, which was created using SPSS 24,0.

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Student's Grammar Mastery	35	30	100	59.43	20.961
Valid N (listwise)	35				

**Table 4.3 Descriptive Analysis of Administering Grammar Mastery**

From table 4.3 we know that the students' grammar mastery was determined the minimum score was 30, the maximum score was 100, the mean score was 59,43 and the standard deviation was 20,961. The standard deviation is a measurement of the sample's variation.

## 2. The Data of Students' Writing in Descriptive Text

The result of the writing descriptive text score calculation was explained in this table. The below table that showed the score of writing test (table 4.4)

**Table 4.4 The score of writing descriptive text**

No	Nama	Score
1	AB	72
2	JS	80
3	JT	48
4	LFA	84
5	MAM	60
6	MNA	48
7	MTN	56
8	MDH	72
9	MAS	56
10	MFLF	96
11	MFA	88
12	MKN	64
13	MNS	68
14	MK	52
15	NPA	80
16	NBF	88
17	NAW	76
18	PAP	76
19	PPS	68
20	RP	80
21	RAS	80

22	RR	72
23	RDA	88
24	RYP	64
25	SR	68
26	SAS	84
27	SRB	60
28	SA	68
29	TF	84
30	TVA	56
31	VYH	68
32	VA	68
33	VYF	76
34	WBA	72
35	WWA	52

The results were shown in the table of frequency writing descriptive text test below, which was generated using SPSS 24,0.

**Table 4.5 Percentage Frequency of Writing Descriptive Text Test**

### Statistics

Students' Competence in Writing

Descriptive Text

N	Valid	35
	Missing	0

### Students' Competence in Writing Descriptive Text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	2	5.7	5.7	5.7
	52	2	5.7	5.7	11.4
	56	3	8.6	8.6	20.0
	60	2	5.7	5.7	25.7

64	2	5.7	5.7	31.4
68	6	17.1	17.1	48.6
72	4	11.4	11.4	60.0
76	3	8.6	8.6	68.6
80	4	11.4	11.4	80.0
84	3	8.6	8.6	88.6
88	3	8.6	8.6	97.1
96	1	2.9	2.9	100.0
Total	35	100.0	100.0	

Table 4.5 showed that 2 students got to score 48 with percent (5,7), 2 students got to score 52 with percent (5,7), 3 students got to score 56 with percent (8,6), 2 students got to score 60 with percent (5,7), 2 students got to score 64 with percent (5,7), 6 students got to score 68 with percent (17,1), 4 students got to score 72 with percent (11,4), 3 students got to score 76 with percent (8,6), 4 students got to score 80 with percent (11,4), 3 students got to score 84 with percent (8,6), 3 students got to score 88 with percent (8,6), 1 student got to score 96 with percent (2,9).

**Table 4.6 Descriptive Analysis of Administering Writing Descriptive Text Test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Students' Competence in Writing Descriptive Text	35	48	96	70.63	12.422
Valid N (listwise)	35				

From table 4.6 we know that the students' grammar mastery is obtained the minimum score was 48, the maximum score was 96, the mean

score was 70,63 and the standard deviation was 12,422. Standard deviation is to measure how much the variance of the sample.

### 3. Normality testing

**Table 4.7 Normality Testing using One Sample Kolmogorov-Smirnov**

One-Sample Kolmogorov-Smirnov Test			
		Grammar Mastery	Writing Descriptive Text
N		35	35
Normal Parameters <sup>a,b</sup>	Mean	59.43	70.63
	Std. Deviation	20.961	12.422
Most Extreme Differences	Absolute	.109	.102
	Positive	.109	.081
	Negative	-.098	-.102
Test Statistic		.109	.102
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>	.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

In this research to calculate the normality testing the researcher used SPSS (Statistical Product and Service) 24,0 for windows. Based on table 4.8, the normality test showed two scores (grammar mastery and writing descriptive text). The value of *Asymp. Sig. (2-tailed)* was 0,200 in grammar mastery and was 0,200 in writing descriptive text for Lilliefors (Kolmogorov-Smirnov) test. Two of which were bigger than  $\alpha = 0,05$  ( $0,200 > 0,05$ ). As the result, the Null hypothesis ( $H_0$ ) was accepted while



the Alternative Hypothesis ( $H_i$ ) was rejected. According to all data from the scores were normally distributed.

#### 4. Correlational Testing

The computing procedure was mostly used in this study utilizing the SPSS 24,0 application. To calculate correlational significance from data, the researcher was using *Pearson Product Moment Analysis*.

**Table 4.8 The Correlation – Calculation by Pearson Product Moment**

Correlations		Grammar Test	Writing Test
Grammar Test	Pearson Correlation	1	.903**
	Sig. (2-tailed)		.000
	N	35	35
Writing Test	Pearson Correlation	.903**	1
	Sig. (2-tailed)	.000	
	N	35	35

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The SPSS output suggests that the correlation coefficient is 0,903. It means that there is a positive correlation between variables. In other words, there is any significant correlation between students' grammar mastery and their competence in writing descriptive text in the first semester of the tenth grade at SMKN 1 Bandung academic year 2020/2021. The number of 0,903 shows that the correlation between two variables is very strong. The number significant (Sig) = 0,000, on the other hand, will be utilized to determine whether a hypothesis is accepted or rejected. It will be explained in the following section.

## B. Hypothesis Testing

Hypothesis Testing is necessarily initiated with the statement of both null and alternative hypotheses. The researcher had to determine if the hypothesis was rejected or not to answer the research problem. To count the hypothesis the researcher used Pearson Product Moment Formula. The following two hypotheses in this research, are:

1.  $H_0$  (null hypothesis)

$$H_0: \rho = 0$$

There is no correlation between students' grammar mastery and their competence in writing descriptive text at tenth grade SMKN 1 Bandung academic year 2020/2021.

2.  $H_1$  (alternative hypothesis)

$$H_1: \rho \neq 0$$

There is a significant correlation between students' grammar mastery and their competence in writing descriptive text at the tenth grade SMKN 1 Bandung academic year 2020/2021.

The researcher employed SPSS hypothesis testing based on the N. Sig. to find out the answer (Number of significance). As the result of correlation on table 4.7, the researcher got  $r = 0.903$ , N. Sig = 0,000. The researcher assumed the answer from hypothesis theory based on SPSS calculation:

a.  $H_0$  is not rejected if  $N. Sig > \alpha$  ( $\alpha = 0,05$ )

b.  $H_1$  is rejected if  $N. Sig < \alpha$  ( $\alpha = 0,05$ )

Based on the significant value of Sig. (2-tailed): if the value of Sig. (2-tailed)  $< 0.05$ , there is a correlation between the variables that are connected. Otherwise if the value of Sig. (2-tailed)  $> 0.05$  then there is no correlation between the variables. From table 4.9 above it is known that the value of Sig. (2-tailed) between students' grammar mastery and students' competence in writing descriptive text are 0.000 ( $0,000 < 0.05$ ), which means that **“there is a significant correlation between students' grammar mastery and their competence in writing descriptive text”**, was accepted while  $H_0$  was automatically rejected. Based on data taken from samples students' grammar mastery and their competence in writing descriptive text in first-grade students of engineering at Vocational High School One Bandung, Tulungagung in academic year 2020/2021.

### C. Discussion

In this discussion, the researcher wants to explain the result of this research. This research used statistical data to answer the research problem. This section served some points in research design, they were the collecting and analyzing data based on findings.

In this research, the research used test in collecting data. It was conducted by using two instruments. The first is the grammar test, this test contained twenty questions of multiple choice. In grammar test, the researcher found the

students got 14.3% of the excellent score (100-85 points), the students got 14.3% of the very good score (84 -70 points), the students got 34.3% of the good score (69-55 points), the students got 22.8% of the fair score (54-40 points), the students got 14.3% of the poor score (39-25 points). The result of the grammar test was categorized as good because mostly the students got a good score. The second instrument was the writing test. The writing test contained 10 sentences. In the writing test, the researcher found the students got 11.4% of the excellent score (100-85 points), the students got 40% of the very good score (84 -70 points), the students got 37.1% of the good score (69-55 points), the students got 11.4% of the fair score (54-40 points). The result of the writing test was categorized as very good because mostly the students got a very good score. Thomson and Ward (2009:19) stated that “Don’t disturb me with your frustrated scream, you don’t understand about grammar and you failed in the second semester of English. Writing was funny but it was very important to study grammar”. From this statement we know that grammar was the basic need for writing, we could not write everything without first understanding. Besides that, the result of the grammar test was used to support the result of the writing test.

From this discussion, the researcher analyzed the result of the findings. The analysis was conducted to answer the research problem. In this research, the researcher used 35 students as participants or subjects to know the result of the findings. There was a positive significant correlation between grammar mastery and their competence in writing descriptive text. Calculating of

correlation result between grammar mastery and writing descriptive text was  $r = 0.903$ . It showed that the correlation between the two variables was very strong. From calculating SPSS, the research got  $N. Sig < 0.05$ , which showed that  $H_0$  was rejected and  $H_1$  was accepted.

As the previous study said before, if the students have a high level of grammar mastery, it will influence their writing, on the other hand, if the students have a low level of grammar mastery, they will fail to succeed in writing. It is very important to study grammar and writing. It is supported by Williams (2003: 173) who states teachers, parents, administrators, and legislators, all of them believed that the students needed studying of grammar to increase their writing because grammar mastery was as the important component writing ability.

According to previous studies entitled “*the correlation between students’ mastery of grammar and writing ability of the tenth grade*” written by Nadrun (2015). Another research entitled “*the correlation between grammar mastery and writing ability on midwifery students of stikes pembina Palembang*” was written by Pamuji (2020). There is a correlation between students' grammar mastery and their writing descriptive text. It could be concluded that the higher the students' grammar mastery, the higher their success in writing descriptive text. However, it could similarly be deduced that students who lacked grammar understanding, who struggled to write descriptive text appropriately.

In this case, although grammar lessons are not expressly outlined in the curriculum. The teachers have to help their students in developing grammar mastery. According to language learning studies, there are two kinds of learning models. The first model is based on analyzing grammar. Grammar is taught independently from context. The second model is based on concentrate on meaning and grammar learning (Nassaji and Fotos: 11-12). From the statement above, to improve grammar mastery especially in descriptive text, the students can learn from language features in descriptive text such as simple present, noun, adjective, verb. And to improve writing descriptive text, the students can learn from the generic structure in descriptive text. There are also aspects in writing assessment such as content, organization, grammar, vocabulary, mechanics. The purpose of studying them is to help the students in improving grammar mastery and writing ability, especially in descriptive text.